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**AN ANALYSIS OF FFA CHAPTER OWNED
LIVESTOCK PROJECTS IN
SOUTH DAKOTA**

**BY
ELDRED CHICOINE**

**A problem submitted
in partial fulfillment of the requirements for the
degree Master of Science, Department of
Education, South Dakota State
College of Agriculture
and Mechanic Arts**

August, 1959

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E.C.

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INTRODUCTION

The Future Farmers of America has been increasing in membership at a steady rate since it was organized in 1928. The program of activities likewise has greatly expanded. These activities serve to motivate and vitalize the systematic instruction offered to students of vocational agriculture, and to provide further training in farmer citizenship. The primary aim of the Future Farmers of America is the development of agricultural leadership, cooperation, and citizenship.¹ Among the specific purposes for which the organization was formed are the following:²

1. To develop competent, aggressive, rural, and agricultural leadership.
2. To strengthen the confidence of farm boys and young men in themselves and their work.
3. To create more interest in the intelligent choice of farming occupations.
4. To encourage members in the development of individual farming occupations.
5. To participate in worthy undertakings for the improvement of agriculture.
6. To participate in cooperative effort.

Among the major activities which a local chapter undertakes in order to attain the primary aim and the specific purposes of the FFA is the sponsorship of chapter owned livestock. This activity involves

¹Future Farmers of America, "The Aim and Purposes", Official Manual, p. 10, Future Farmer Supply Service: Alexandria, Virginia, 1957.

²Ibid.

the purchase of livestock by the chapter which in turn places the animal or animals on a member's farm. Contractual arrangements are made between the member and the chapter which provide an orderly procedure for carrying out the program.

The decision to undertake such a program rests upon the advantages which the activity will present to the chapter and to the members. The problems and difficulties incident to such an undertaking represent learning experiences and also must be solved. Success is important. The chapter must be able to anticipate some of the difficulties and provide for them in advance.

This research problem deals with a general study of chapter owned livestock and more specifically with procedures of conducting the program as well as the main purposes for which it is undertaken. An attempt is made to determine the difficulties encountered and the general sentiments of the advisors toward such projects.

PURPOSE

This problem purposes to investigate effectiveness, difficulties, and procedures concerned with FFA chapter owned livestock projects in South Dakota. What is the most common business arrangement? How are participants selected? What are desirable contractual arrangements? What are the most serious difficulties encountered? What are the benefits derived? These and other questions dealing with chapter owned livestock represent the foundation of this study.

Answers to the foregoing questions can be beneficial to vocational agriculture teachers in improving their present chapter owned livestock programs or in initiating such a program in other chapters. The writer, who has served as an instructor of vocational agriculture for the past eight years, feels the need for such a program in his chapter.

Many vocational agriculture teachers have expressed to the writer dissatisfaction concerning their chapter livestock programs. It is the opinion of the writer that this dissatisfaction arises from procedures and practices which are in need of improvement. In order to present a desirable program each year, it is the responsibility of the chapter to establish a properly managed plan which will insure its continued successful operation.

A program should provide primarily for the benefit of the individuals in the chapter and their community. Much thought and study must be given to the selection of the activities. The local advisor must show sound judgment and provide considerable guidance

in assisting the members to decide what activities they deem desirable to include in the annual program.

Some criteria for considering potential activities for inclusion in the chapter program of work are:

1. Does it have sufficient educational value?
2. Will it contribute to the development of leadership.
3. Will it provide cooperative participation?
4. Will it stimulate and motivate student interest?
5. Will it promote the FFA in the community?
6. Will it be a good financial risk?
7. Will it render suitable community service?
8. Is there a need?
9. Will it contribute to the development of supervised farming programs?
10. Will it contribute to the improvement of agriculture in the community?

If chapter owned livestock programs are to be effective they should meet a majority of the foregoing proposed objectives. This study determines the extent to which these objectives are sustained by chapter livestock programs.

PROCEDURES

A questionnaire was devised for the purpose of collecting information dealing with chapter owned livestock. At various meetings of vocational agriculture teachers, the writer questioned FFA advisors to ascertain which chapters operate chapter livestock programs. A letter of transmittal (Appendix A), the questionnaire (Appendix B), and an addressed envelope were mailed to each vocational agriculture instructor who had such a program. This mailing included instructors whom the writer had not contacted to determine whether they had chapter owned livestock. There were 79 departments operating in South Dakota during 1957-58, the year used as the basis of this study. Questionnaires were mailed to 58 departments. The first mailing resulted in the return of 47 questionnaires, or 81.3 per cent of the number sent. A second mailing increased the proportion of responses to 89.6 per cent. All 79 chapter advisors were interviewed or questioned by mail. The response represents 93.6 per cent of all chapters in operation during the year 1957-58.

The information thus secured was tabulated and analyzed to provide the data interpreted for purposes of this study. The personal experience of the writer also served as a partial basis for the conclusions presented.

REVIEW OF LITERATURE

It is through selecting, planning, and carrying out a challenging program of work that the chapter attains the aim and purposes of the FFA. A major part of the program of work is concerned with supervised farming programs. The project activities of the students studying vocational agriculture are not chapter activities. However, activities in which the chapter may engage to encourage the attainment of purposes of the FFA should be included in the activity program.³ The need for quality livestock to begin in project work cannot be overemphasized. Financing farming programs presents a problem to young high school boys.

Some Future Farmer chapters own livestock that are cared for by some of the members under definite share agreements.⁴ In this manner the chapter provides the livestock to the member, and in return the chapter receives a certain portion of the progeny or other consideration. Some chapters maintain loan funds from which money instead of livestock is provided for members. One advantage of such an activity is that the students may obtain valuable experience from both aspects of the transaction.

It is understood that very little has been written concerning livestock programs of this type. The writer was curious to learn

³Glen Charles Cook, Handbook on Teaching Vocational Agriculture, The Interstate: Danville, Illinois, 1947.

⁴Ward P. Beard, Starting To Farm, p. 147, The Interstate: Danville, Illinois, 1955.

what the advisors' attitudes actually are toward this activity. Much dissatisfaction has been expressed by advisors. Frequently in conversation they tend to present only the undesirable aspects. In addition, the writer desired to ascertain the frequency and nature of problems encountered.

Effective planning and outlining of objectives is essential in every type of endeavor. It is especially important where a group of persons work together and especially in "teen age" groups. Well developed programs of work based on the interests and needs of the members and the organization as a whole usually result in a very worthy accomplishment.⁵

Harold B. Garry⁶ conducted a study dealing with financing Future Farmers of America activities in 1958. In this study of 59 chapters, he found ten chapters in which lack of funds was an inhibiting factor in providing livestock programs. Most of the instructors indicated that they felt the FFA should be self-supporting and should not receive financial aid from the board of education. Twenty-four fund raising methods used by chapters were listed which seem to be adequate for most chapters. Livestock programs, where operated, required a high percentage of the annual chapter expenses. Of the 24 methods of raising money, 13 advisors indicated that they

⁵Stanley Wall, A More Effective FFA, The Interstate: Danville, Illinois, 1956.

⁶Harold Garry, Financing Future Farmers of America Activities in Vocational Agriculture Departments in South Dakota, Research Problem, South Dakota State College: Brookings, South Dakota, 1958.

considered livestock programs as a method employed to raise funds for the chapter. The gross income derived, in most cases, placed this method in the top four rankings of all fund raising activities. In evaluating this activity his study further indicated that all instructors consider it an aid in ability development; that it provides experience in business transactions; that it is legal; that it provides adequate returns for time invested; that it is justified from the standpoint of public relations; and that it conforms to community customs. Most instructors thought this activity provided suitable community service and contributed to the improvement of agriculture. He further found that 77 per cent of the advisors believe that the activity contributed to the development of leadership and character. Sixty-one per cent indicated that it provided cooperative participation for a majority of members.

The share agreement as a means of stocking school farms was explained in an article by Sherman written in 1955.⁷ In order to stock a school owned farm, a share agreement was entered into with local cattlemen. They found the share agreement a very suitable means of obtaining livestock. The only difficulty encountered was in the calf registration. Such an agreement indicated the possibility of reversing the method by having a farm boy receive the livestock from the school. Such agreements are quite common with individuals. Many commercial companies also follow this same procedure.

⁷Al Sherman, "The Share Agreement as a Means of Stocking School Farms", The Agricultural Education Magazine, vol. 27, p. 278, The Interstate: Danville, Illinois, 1955.

Many chapters throughout the nation integrate cooperative activities with various forms of livestock programs. Junior production credit associations provide finances for some projects which is a variation of the livestock program. A knowledge of farm credit is one of the most important things future farmers can learn.⁸ They must be trained as businessmen in order that they can become the successful farmers of tomorrow. A chapter that has the finances and does not want to meet the problems of a livestock program may well look to this procedure as a method of providing for its members.

In a recent publication from South Dakota State College⁹ it is explained that swine leasing programs are becoming widespread and due for extensive expansion. The program is explained as an allotment of gilts given to a local sales representative who selects hog producers for placement. A lease contract is drawn up and the farmer pays a service fee of \$3.75 per head. The company delivers the animals free of charge. The producer retains female breeding stock until a minimum of two litters have been farrowed and weaned and the sows are in marketable condition. The sows are then marketed in the company's name. The producer returns to the company the best gilt from each litter.

The author of the foregoing publication made a comparison of

⁸William A. Colfer, "Future Farmers Have Credit Co-op", Future Farmers and Co-ops, p. 39, Farmer Cooperative Service: Washington, D.C., 1952.

⁹L. J. Kortan, The Livestocker, Issue 9, p. 12, South Dakota State College: Brookings, South Dakota, May, 1958.

approximate returns that could be expected from a gilt received from a commercial company on a share basis to that of a gilt purchased outright by a farmer. Each was considered to have farrowed seven pigs. The gilt which was received from the company made an income of \$240.00, incurred expenses of \$173.25, and netted a profit of \$66.75. The gilt which was purchased outright by the farmer made an income of \$350.00, incurred expenses of \$203.95, and yielded a net profit of \$146.05. The gilt which was purchased by the farmer brought a \$79.30 larger profit than the one leased from the company.

The writer is not in complete agreement with the method of calculation, since it is believed that the cost of the gilt returned to the company is actually deducted twice. If this method were changed there would be \$106.00 profit when the company supplied the gilt. The difference then would be \$39.30 more profit when the gilt is purchased than when the gilt is received from the company.

These figures might also apply to a gilt chain sponsored by a school whereby the chapter receives two gilts in return for one gilt placed with a member. The figures would need to be changed somewhat; however, the relationship is the same.

From the literature cited and from the personal experience of the writer it might be concluded that an FFA chapter must have worthwhile activities for the attainment of the purposes of the FFA. The possibilities of a livestock program present a worthwhile venture which fits in well among the chapter activities. There are many variations of the program. The advisor and members must make the choice as to which is the best program and which are the best

procedures to follow.

RESULTS OF STUDY

I. General Practices

The initial portion of this study is concerned with determining the number of chapters which have chapter owned livestock and also the extent of these enterprises. Thirty-two chapters reported having chapter owned livestock. This represents 43.8 per cent of the 73 chapters represented in this study. Advisors were asked to report the size of each type of livestock enterprise which their chapters had on farms. The frequency of the numbers of livestock is reported in Table I.

TABLE I. THE NUMBER OF BREEDING ANIMALS IN CHAPTER LIVESTOCK PROGRAMS IN THIRTY-TWO FFA CHAPTERS IN SOUTH DAKOTA FOR 1957-58

Kind of Enterprise	Number of Animals							Not Reported
	1	2	3	4	5	6	7	
<u>Number of Chapters</u>								
Ewes	0	0	0	1	0	0	0	1
Gilts	1	2	1	1	16	2	3	4

The most frequent number of animals in chapter swine projects was five gilts. This figure is influenced by the Sears Roebuck Foundation Program. The Sears Roebuck Foundation financed a program beginning in 1955 which provided five gilts and one boar to each of 20 chapters in South Dakota. Chapters were contacted and 20 were selected, by lot, to receive financial aid from the Foundation.

Each chapter receiving the gilts placed one gilt on each of five members' farms. Each boy returns one gilt from the litter to the chapter which in turn selects another boy to receive the new gilt. The boar received by the chapter is exchanged with a neighboring chapter after the first year. A new boar is received from Sears Roebuck Foundation after the second year. Details of the program are worked out by each chapter. This program has a bearing on this study since 20 chapters must conform to the regulations established by the donor.

There were five chapters which reported more than five breeding gilts. Five of the chapters did not list the number of animals.

Only two chapters reported owning breeding ewes as group projects. One chapter reported four ewes and the other did not enumerate. There were no breeding beef or dairy heifers reported.

As brought out later in this study, a number of these projects are of the gilt chain type which normally should produce an increase in the number of animals each year. There seems to be very little growth in numbers of gilts owned by the chapters. This lack of increase cannot be completely accounted for, but it is assumed that excess animals are absorbed by the chapter and sold. The number of animals is decreased by death losses, breeding problems, and other difficulties which arise.

As indicated by studies previously cited,¹⁰ the number and

¹⁰Harold Garry, Financing Future Farmers of America Activities in Vocational Agriculture Departments in South Dakota, Research Problem, South Dakota State College: Brookings, South Dakota, 1958.

size of programs are influenced by the adequacy of funds with which to procure stock. The methods used by chapters to finance their programs are indicated in Table II.

TABLE II. METHODS OF FINANCING LIVESTOCK PROGRAMS IN THIRTY-TWO FFA CHAPTERS IN SOUTH DAKOTA IN 1957-58

Method	Frequency
Chapter treasury	16
Sears Roebuck Foundation	20
Local farmer or farmers	1
Local businessman or individual	1
Agriculture instructor	1

The primary means of financing livestock were by the chapter treasury and the Sears Roebuck Foundation. There were seven chapters which reported using a combination of two of the methods listed in Table II. There were no chapters using a credit agency or local civic group to finance their programs.

**TABLE III. TYPES OF LIVESTOCK BUSINESS
ARRANGEMENTS EMPLOYED**

Contractual Arrangements	Frequency
SWINE PROGRAMS	
Member returns gilt to chapter; keeps sow	20
Member returns two gilts to chapter; keeps sow	9
Member returns two boars to chapter; keeps sow	1
Member returns one gilt and one barrow to chapter; keeps sow	1
Member returns one gilt from litter of five and two from litter of six or more; keeps sow	1
Member returns one gilt from litter of six, two from litter of seven, and three from litter of ten; keeps sow	1
Member returns one gilt from litter of two, two from litter of three, and three from litter of nine; keeps sow	1
SHEEP PROGRAMS	
Member returns smallest division of lamb crop and original ewes	1
Member returns cash value of ewes to chapter; keeps all lambs	1

The 20 chapters which indicated the return of only one gilt by each participant all reported the source of their livestock as the Sears Roebuck Foundation. There are two chapters which use a combination of two agreements. These chapters require a return of two or more progeny from gilts which the chapter has provided and one of the

progeny from gilts which the Sears Roebuck Foundation has sponsored.

**TABLE IV. FREQUENCY OF BREEDING ANIMALS
REGISTERED WITH BREED ASSOCIATIONS**

Animals Registered	Frequency	
	Yes	No
All sires used in breeding	26	6
All dams used in breeding	25	7

In this study 28 per cent of the advisors having livestock programs indicated they did not require the dams to be registered and 24 per cent did not require the sires to be registered. The livestock in the Sears Roebuck Foundation program must be registered. Six of the remaining 12 chapters, or 50 per cent, do not require that their sires be registered and 58.3 per cent do not require registration of dams.

Some chapters restrict the opportunity of receiving chapter animals to FFA members in a certain class or classes in school. There were 81.2 per cent of the respondents who indicated that they did not restrict application to any one class. The remaining six advisors indicated their chapters' restrictions as shown in Table V.

**TABLE V. EXTENT TO WHICH THE PLACEMENT OF ANIMALS
ON MEMBERS' FARMS IS RESTRICTED
TO CERTAIN CLASSES IN SCHOOL**

Class or Classes to Which Restricted	Frequency
Grade 9	0
Grade 10	1
Grade 11	0
Grade 12	1
Grades 10 and 11	3
Grades 11 and 12	1
Not restricted to any class or classes	26

**TABLE VI. METHODS USED IN SELECTING INDIVIDUALS TO
RECEIVE CHAPTER OWNED LIVESTOCK
AND FREQUENCY OF EACH**

Method	Frequency	Per Cent
FFA member committee and instructor	24	75.0
Agriculture instructor only	3	9.4
School faculty or administration only	2	6.2
By lot or chance	2	6.2
FFA officers and supervised farming committee	1	3.2

There seems to be a tendency for the chapters which make restrictions as to the grade of participants to select the upper three grades. Three of the chapters select participants from grades 10 and 11.

In Table VI it is found that in 75 per cent of the chapters studied, the method of selecting the individual to receive the livestock was by FFA member or officer committee and the instructor. One chapter has the junior and senior vocational agriculture classes as the selecting committee. In three chapters the instructors make the selections. The best theme on an agriculture related subject is used to designate the recipient of the livestock in one school. The school faculty act as judges of the themes written by FFA members.

A written contract form is used in 30 of the 32 chapters studied. The 30 chapters indicated that they required the contract to be signed by at least three or more parties. In all cases the parents, boy, and agriculture instructor signed the contract. In seven chapters the FFA president was also required to sign. In one chapter the administrator, and in another the chairman of the swine committee, were required to sign the contract.

It was found that 16 or 53.3 per cent of the chapters having a written contract form also have an established provision for arbitration. The individuals selected to serve on the arbitration boards are indicated by Table VII.

**TABLE VII. COMPOSITION OF LIVESTOCK PROGRAM ARBITRATION
BOARDS IN SIXTEEN FFA CHAPTERS**

Board Members	Frequency
FFA members and instructor	13
FFA members and advisory committee	1
Five honorary chapter farmers	1
Member and chapter each select one, who in turn selects another	1

It is interesting to observe, from Table VII, that FFA members and instructors serve on the arbitration boards in 81.2 per cent of the chapters having established boards. Other individuals can satisfactorily serve on such boards.

In all chapters which have chapter owned swine programs, some animals must be returned to the chapter. The method of selecting these animals varies but little among chapters as is indicated in Table VIII. The exact procedures followed in making this selection were not ascertained by the questionnaire used in this study. The modern breeder does not depend on show standards, pedigree, and type as sole criteria for selection of animals but in addition are demanding concrete evidences of efficiency of production such as ability to gain rapidly and economically and their weight at 56 days of age. FFA chapters might employ such methods in order to eliminate some of the guess work in selecting breeding animals.

**TABLE VIII. INDIVIDUALS WHO SELECT RETURNABLE LIVESTOCK
IN FFA CHAPTERS WITH LIVESTOCK PROGRAMS**

Individuals	Number of Chapters	Per Cent
FFA members and instructor	26	81.3
Member who is to receive livestock	4	12.5
Member who is to receive livestock and instructor	1	3.1
Advisory committee	<u>1</u>	<u>3.1</u>
Total	32	100.0

In 26 of the 32 chapters studied, livestock to be returned were selected by the FFA instructor and a FFA committee. The member to receive the livestock made the selection in only four schools or 12.5 per cent of the total.

II. Difficulties and Problems

TABLE IX. KINDS OF DIFFICULTIES ENCOUNTERED AND DEGREES OF SERIOUSNESS EXPRESSED IN TERMS OF PER CENT OF CHAPTERS

Difficulties Encountered	Degree of Seriousness		
	None	To Some Extent	Serious Problem
Procuring breeding stock	31.2	56.2	12.6
Breeding problems	6.2	81.3	12.5
Late farrowing or parturition	18.7	62.6	18.7
Litters or progeny numbers too small	31.2	65.6	3.2
Selection of animals to be returned to the chapter	56.2	43.8	0.0
Transportation of animals	43.8	46.9	9.3
Too much time of instructor involved in carrying out the program	40.6	59.4	0.0
Disease problems of chapter owned livestock	46.9	46.9	6.2
Disease problems of other livestock on the farms due to the program	68.7	28.1	3.2
Death loss of chapter livestock	46.9	43.8	9.3
Member failing to follow approved management practices	12.5	81.3	6.2
Failure of party to conform to contract	50.0	50.0	0.0
Maintaining quality livestock	34.4	65.6	0.0
Exchange of sires	46.9	31.2	21.9
Difficulty in registration	56.2	25.0	18.8
Separation of project animals from others on the farm	12.5	81.3	6.2
Identification of animals	84.4	12.5	3.1
Difficulty to interest students	62.5	28.1	9.4

For the chapter livestock program to operate effectively, the major obstacles and difficulties must be identified and to some extent foreseen. The extent to which these problems and difficulties are alleviated will partially determine the success of the program. The writer does not expect to have a uniform solution for these difficulties but is attempting to determine their extensiveness.

Good breeding stock is essential if the program is to be completely effective. Availability of desirable breeding stock for livestock programs was a problem in 68.7 per cent of the chapters studied, as shown in Table IX. The agriculture instructor is limited by lack of time to secure good stock. Breeding stock must be reasonably priced, of proven blood lines, and must be the right breed, quality and size. The program will function smoothly with adequate advance planning and selection of easily accessible breeds.

The problem of livestock breeding was more prevalent than any other single problem reported. There were 12.5 per cent of the respondents who listed the problem serious and 81.3 per cent to some extent. This would indicate that breeding problems are a major factor influencing the success of the program. The fact that some animals are non-breeders is common knowledge and is an unfortunate situation. One facet of breeding problems which may be anticipated is the difficulty of timing the oestrus period. Purchase of bred livestock or breeding before transporting breeding animals may offer some solution to the problem. If it is possible to leave the gilts with the boar for a period of one or more days the conception rate should increase. Gilts will conceive a larger number of pigs if

there are two or more services in the late stages of the oestrus period. Flushing should be an item on the management check list and should be meticulously carried out. Purchase of boars which are reaching full growth and which are guaranteed will alleviate losses incurred from non-breeding boars. Late parturition may also be somewhat alleviated by better breeding methods. This was considered a problem by 81.2 per cent of the instructors.

The selection of animals to be returned to the chapter was not listed as a serious problem by any of the respondents. It was listed as a problem to some extent by 43.8 per cent of the instructors. Table VIII indicates that 75 per cent of the respondents have an FFA committee and the instructor designated to select the returnable livestock. The solution would seem to be a matter of committee organization and time allotment.

Transportation of animals was considered a serious problem by 9.3 per cent of the respondents and a problem to some extent by 46.9 per cent. Use of a chapter owned trailer or other chapter transportation may adequately minimize this problem. Exchange of sires with other chapters is a part of the Sears Roebuck Foundation livestock program. Where distances are great and timing is difficult this was considered a problem by 53.1 per cent of the instructors.

Diseases of chapter livestock, spreading diseases to other livestock on the farms, and death losses due to diseases become a serious threat to the program. The selection of new breeding stock should be made only from well managed farms. A management check list should be developed which should be supervised and followed as closely

as possible. This check list should include sanitation measures and complete vaccination. Death losses are unforeseen, unpredictable and need to be expected in the program but can be minimized. Adequate planning will insure the continued successful operation of the program.

The approved management practices should be organized into a check list as well as listed under approved practices in the member's project record book. Following approved management practices was considered a problem by 87.5 per cent of the instructors. As brought out later in this study, 62.5 per cent of the instructors gave this program greater supervision than other projects in their departments. Greater supervision is a factor which would alleviate some of the problems encountered as indicated by 53.1 per cent of the respondents. The most effective instruction by teachers occurs on the farm rather than in the classroom.

One-half of the instructors indicated that they had some difficulty with the parties' failure to conform to their contracts. It is assumed that much of this failure is concerned with management practices.

If the program is to be completely effective, quality livestock must be maintained. This was indicated as a problem to some extent by 65.6 per cent of the respondents. Separation of livestock on the farm from other livestock is very desirable. Where separation is practical and possible it should by all means be done. Separation was indicated as a problem by 87.5 per cent of the instructors. Identification of animals was considered a problem by only 15.6 per cent of the respondents. Marking should conform to breed regulations.

Selling the program to the chapter members and the community is largely an individual chapter problem. If difficulty in interesting students in the program is experienced, as indicated by 37.4 per cent of the instructors, various methods of motivation are available which will further enhance the interest of the students. Guidance and selection of students is important.

TABLE X. AN EVALUATION OF SUPERVISION GIVEN LIVESTOCK PROGRAMS BY THIRTY-TWO AGRICULTURE INSTRUCTORS

Sentiments of Instructors Pertaining to Supervision	Yes	No	Undecided
More supervision given program by instructor than other projects	62.5	34.4	3.1
More extensive supervision as a factor to alleviate problems	53.1	28.1	18.7

Supervision is a key factor influencing the ultimate results of livestock programs. The agriculture instructors in 34.4 per cent of the cases studied as indicated in Table X, reported that they did not give such projects more extensive supervision than they did other supervised farming enterprises in their chapters. Perhaps this is a phase in which the livestock programs could be greatly improved. However, 28.1 per cent of the respondents indicated that they did not believe that extra supervision would alleviate some of the problems encountered, 53.1 per cent believed that it would, and 18.7 per cent were undecided. The home farm visit, if properly carried out, is a highly effective form of individualized instruction. The effective-

ness depends upon the individual instructor. The supervisory visit should also include a parent-boy teacher conference. Program difficulties may be somewhat alleviated by constructive conferences.

III. Benefits Derived

TABLE XI. AN EVALUATION OF BENEFITS DERIVED FROM CHAPTER OWNED LIVESTOCK BY THIRTY-TWO VOCATIONAL AGRICULTURE INSTRUCTORS IN SOUTH DAKOTA IN 1957-58

Benefits	Yes	No	Undecided
Contribution to supervised farming	87.5	3.2	9.3
Assistance to boys in starting live-stock programs	65.6	18.7	15.7
Improvement of management practices on farms of participants	71.9	0.0	28.1
Contribution to improvement of livestock in the community	90.7	9.3	0.0
Financial gain to the chapter	25.0	65.6	9.4
Financial gain as a major objective	6.2	93.8	0.0
Contribution to leadership development	65.6	3.2	31.2
Sufficiency of value to warrant establishment of new programs	71.9	3.1	25.0
Improvement of relationships between teacher, parent, boy, and school	71.9	6.2	21.9
Improvement of FFA interest and enthusiasm	68.7	3.2	28.1
Contribution to FFA degree advancement	71.9	9.3	18.8

The benefits derived by the individual chapter members, the chapter, and the community provide the justification for the entire program of chapter owned livestock. This portion of the survey consists of the respondents' opinions of the benefits derived from the program.

The over all results of this section bear out the fact that in the opinion of the respondents the program is of great value to the individual, the chapter, and the community. It was indicated by 87.5 per cent of the respondents that supervised farming programs were improved by the chapters' participation in livestock programs.

The fact that the program might start members in livestock work who would not otherwise be able to make such a beginning would seem to be a major objective of the program. A total of 65.6 per cent of the respondents considered this a definite benefit, 18.7 per cent answered negatively, and 15.7 were undecided.

The entire program of supervised farming is based on the learning by doing principle. The improvement of management practices on the farms of members is frequently a direct result of project work. The supervision given the project by the vocational agriculture instructor and the desire to learn and improve on the part of the boy are factors determining the amount of improvement on the respective farms. The respondents indicated that there is value to the program of chapter owned livestock in this aspect; however, 28.1 per cent were undecided.

It was felt by 90.7 per cent of the respondents that this program does contribute to improvement of livestock in the community. New blood lines of good quality on the farms of a few boys tend to improve livestock on the farms of neighbors.

Financial gain for the chapter was not considered by the writer as a major objective. However, 25 per cent of the respondents indicated the chapter does make a financial gain. This financial

gain must come at the expense of the individual boys participating in the program. To the writer, this would seem to be a weakness of the program. Financial gain was considered as a major objective by 6.2 per cent of the respondents.

Leadership abilities are developed whenever a program is carried out which requires group activity. Only 3.2 per cent of the respondents indicated that the program did not contribute to leadership abilities, 65.6 per cent indicated some value to leadership development and 31.2 per cent were undecided. The development of leadership abilities among individual boys is a major objective of the FFA.

The fact that parents might not be in complete agreement with the program is a major factor in determining its acceptance in a chapter. It is believed by 12.5 per cent of the respondents that parents are not in complete agreement with the program. The writer did not attempt to ascertain the specific reasons for this fact. It can be theorized that the extra responsibility and problems involved have made the program slightly undesirable to some parents. However, 65.6 per cent of the instructors indicated that parents were in complete agreement with the program.

A major purpose for undertaking this research was to determine the desirability of establishing a program in chapters which do not now have one and in the writer's own chapter. There were 71.9 per cent of the respondents who indicated that a livestock program is of sufficient value to warrant establishment in their chapters. One-fourth of the chapters studied were undecided and there are evidences

of needed improvements. Improvement in the areas of supervision, public relations, and management may possibly decrease the difficulties involved and as a result the values may seem more estimable.

In answer to the question concerning whether the livestock program improved relationships between teacher, parent, boy, and school, 71.9 per cent responded affirmatively and only 6.2 per cent negatively. The greater percentage of respondents indicated that chapter livestock was helpful to their FFA chapters by increasing interest and enthusiasm and also aided in degree advancement in the FFA organization. There were 3.2 per cent and 9.3 per cent negative answers, respectively, to the above considerations and about one-fifth of the instructors were undecided.

IV. General Impressions

It was desirable to obtain the opinions of the instructors concerning whether their programs should be maintained, increased, or discontinued. The sentiments in this regard are revealed in Table XII.

**TABLE XII. SENTIMENTS OF VOCATIONAL AGRICULTURE
INSTRUCTORS REGARDING THE FUTURE PROSPECTS
OF THEIR CHAPTER LIVESTOCK PROGRAMS**

Items	Number	Per Cent
Discontinuance	4	12.5
Maintained at present status	17	53.1
Increase in extensiveness	11	34.4
Total	32	100.0

More than half of the FFA advisors indicated that their programs are satisfactory in size; 34.4 per cent desired to increase their programs; and 12.5 per cent wished to discontinue their programs. This would indicate that the program in general is desirable. This evidence corresponds with the 71.9 per cent affirmative answers to the question concerning whether there is value to warrant the establishment of such a program in other chapters that do not now have one in operation, as indicated in Table XI.

**TABLE XIII. PREFERENCE RANKINGS OF VOCATIONAL
AGRICULTURE INSTRUCTORS FOR FOUR SPECIFIED
GROUP CHAPTER UNDERTAKINGS**

Type of Undertaking	1st	2nd	3rd	4th	No Response
Group crop projects	0.0	28.1	15.7	37.5	18.7
Credit program to members for projects	6.3	9.4	37.5	28.1	18.7
Chapter owned livestock-- not purebred	56.2	21.9	9.4	3.1	9.4

Instructors indicated purebred chapter owned livestock as the most desirable of the four chapter undertakings listed in Table XIII. Despite the problems involved in this type of program the majority of the instructors believe it is the most desirable type of group project. Instructors indicated their least preference to group crop projects. Chapter credit programs were considered third choice by 37.5 per cent of the respondents.

SUMMARY AND CONCLUSIONS

This problem had as its purpose the investigation of the effectiveness, difficulties and procedures of FFA chapter owned livestock programs in South Dakota. It was felt that this work could be beneficial to vocational agriculture instructors and to the writer by determining the problems confronting such a program. The determination of benefits derived and the general procedures involved also represent a major purpose of this study.

All vocational agriculture instructors in South Dakota were interviewed personally or by questionnaire. An attempt was made by these means to ascertain the general practices, difficulties, and benefits of chapter owned livestock.

A total of 32 livestock programs was reported with the major one being swine projects. Two sheep programs were reported, whereas no beef or dairy programs were found. The number of gilts per chapter most frequently reported was five. This was influenced by the Sears Roebuck Foundation which provides five gilts to each of 20 chapters. Sixteen chapters financed livestock programs from their chapter treasuries. No other major method of financing was reported. There were 14 chapter programs which required two or more pigs to be returned to the chapter from the participating members. The number of pigs to be returned was dependent upon the size of litter in three cases.

The majority of the chapters required the breeding animals to be registered. Most of the chapters did not restrict the participants to any one class in school. The method of selecting participants

was usually by FFA member committee and the instructor. A majority of the chapters have established arbitration boards.

The greatest difficulty in livestock programs is experienced in breeding problems. Similarly, late farrowing or parturition also presented difficulties as did procurement of breeding stock and transportation of animals. The time required of the instructor was considered somewhat of a problem by a majority of the instructors. The problem of disease to chapter livestock, to other livestock on the farms and death losses presented some difficulties.

It was found that there was some failure of members to follow approved management practices. This was considered a problem by over three-fourths of the instructors. It was reported as somewhat difficult to maintain the quality of livestock.

Separation of project animals was a difficulty experienced by over three-fourths of the respondents. Difficulty in registering animals was reported by almost one-half the chapters. Identification of animals was not a problem but difficulty to interest students was to some extent.

The over all opinion of the instructors was that there is great value in the program. Values most frequently reported were its contribution to supervised farming and to improvement of livestock in the community. The improvement of management practices in the community and improvement of community relationships were also considered important. Financial gain was not experienced and not considered as important. Parents did not completely agree with the program in all cases. Leadership improvement was found to be of some value. Almost three-fourths

of the instructors felt the program should be established in chapters not having such a program.

Supervision was believed to be a factor influencing the solution of problems by a majority of the instructors. Accordingly, a majority of the instructors gave the program more extensive supervision than was afforded other supervised farming enterprises.

A majority of the instructors indicated satisfaction concerning the size of their programs, while approximately one-third would like to increase the size. Most of the respondents preferred purebred chapter livestock programs to those non-purebred. Very few indicated their preference for chapter sponsored credit and none for group crop projects.

The results of this study indicate that the program of chapter owned livestock is quite successful in South Dakota. The benefits to the local chapter make it a desirable program. However, the program has many difficulties which require close attention and supervision.

RECOMMENDATIONS

All FFA chapters should make their resources available for insuring group production projects which contribute to the development of the members' individual supervised farming programs. The nature of such projects are ideally based upon the individual needs of students within the community. From the interpretation of the data obtained from the survey and from the personal experience of the writer, the following recommendations are presented:

1. Future Farmers of America chapters should find ways and means to adequately finance their live-stock programs so that a minimum number of animals are returned to the chapter each year to maintain the program. In this manner the program will be of maximum benefit to the participants.
2. Care must be taken in selecting the participants. An FFA committee with the advisor acting as an ex-officio member should scrutinize closely the applications for participation.
3. A written contract should definitely be used. An example contract is included in the appendix which will be used in the writer's chapter. This contract is not proposed as a legal document but as a means of establishing the responsibilities of both parties.
4. Good breeding stock should be used in the program. The livestock may or may not be purebred, but it should be of high quality to be an asset to the member and to the community.
5. Breeding problems can be minimized by following good management practices such as use of a flushing ration, leaving gilts with the boar for one or more days in the late stages of the oestrus period, and using good care and feeding during the gestation period.
6. A management check list similar to the one in the appendix should be carefully followed. Good management and strict sanitation practices will

assure a minimum of disease problems.

- 7. Instructors should insist upon complete separation from other livestock on the farm.**
- 8. Adequate publicity should be given the program.**
- 9. More extensive supervision will eliminate more of the difficulties. The supervisory visit should include a parent-boy-teacher conference.**
- 10. The program of chapter owned livestock has a great many advantages to be desired in a chapter of Future Farmers of America. It would be well for chapters not having such a program to consider its inception.**

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APPENDICES

APPENDIX A

Beresford, South Dakota
September 12, 1959

Dear Vocational Agriculture Instructor:

Enclosed please find a questionnaire on "Survey of Chapter Owned Livestock", which is the title of my research problem for the Master's Degree at South Dakota State College. All questions deal with information regarding your livestock program for the year 1957-58.

I feel the results of this research will prove to be beneficial to all persons in Agricultural Education.

Your help is vital and all information presented will be confidentially treated.

Thank you for your cooperation.

Sincerely,

Eldred Chicoine

APPENDIX B

SURVEY OF FFA CHAPTER OWNED LIVESTOCK

Does your chapter own, or have custody of, livestock which are placed on the farms of individual chapter members for their benefit? (Check (X) the appropriate blank)

Yes _____ No _____

If the answer to the above question is YES, please continue with the following questions. If the answer to the above question is NO, do not continue further but return the questionnaire in the enclosed self addressed envelope.

A. General

1. Indicate the number of each kind of livestock used for this program during the school year 1957-58.

Beef haifers _____ Breeding ewes _____

Dairy heifers _____ Breeding gilts _____

Others _____

2. How were funds or animals made available for this program? (Check (X) appropriate blanks)

Credit agency _____

Chapter treasury _____

Local civic group _____

Sears Roebuck Foundation _____

Local farmer or farmers _____

Local business men or individual _____

Others (specify) _____

B. Business Arrangements

1. Check (X) the business arrangement which normally applies to your program in regard to repayment to the chapter.

a. Value of livestock repaid in cash with interest _____

b. Value of livestock repaid in cash; no interest _____

c. Swine: Boy returns one gilt to chapter, keeps sow _____
 Boy returns two gilts to chapter, keeps sow _____
 Boy returns sow only to chapter, keeps all pigs _____
 Other arrangements _____

d. Sheep: Wool from ewe(s) and all live lambs returned to chapter, boy keeps ewe(s) _____
 Wool from ewe(s) and 50 per cent of lambs returned, boy keeps ewe(s) _____
 All lambs returned to chapter, boy keeps ewe(s) and all wool _____
 Ewe(s) only returned to chapter _____
 Other arrangements _____

e. Beef: Boy returns first heifer calf to chapter, keeps heifer _____
 Boy returns original heifer to chapter, keeps all calves _____
 Other arrangements _____

f. Dairy: Boy returns first heifer calf to chapter, keeps heifer _____
 Boy returns original heifer to chapter, keeps all calves _____
 Other arrangements _____

2. Are the following required by your department to be registered with the breed association? (Check (X) the appropriate blanks)

a. All sires used in breeding	Yes _____	No _____
b. All dams used in breeding	Yes _____	No _____
c. All progeny returned to chapter	Yes _____	No _____

C. Selection of Participants

1. Is the selection of the boy to receive the livestock restricted to one or more classes? Yes _____ No _____
2. If the answer to question C-1 above is YES, which members may receive the livestock?
 - 9th grade _____
 - 10th grade _____
 - 11th grade _____
 - 12th grade _____
3. Which method is used in selecting the individual to receive the livestock?
 - a. By FFA member or officer committee and instructor _____
 - b. By FFA member or officer committee only _____
 - c. By instructor only _____
 - d. By school faculty or administration only _____
 - e. By lot or chance _____
 - f. Others (Specify) _____

D. Contract Provisions

1. Is a contract form used? Yes _____ No _____
2. Who signs the contract?
 - Boy _____
 - Parents or guardian _____
 - Administrator _____
 - Ag instructor _____
 - Others _____
3. Do you have an established provision for arbitration? Yes _____ No _____
4. If the answer to question D-3 is YES, who serves on the arbitration board?
 - FFA members and instructor _____
 - FFA members only _____
 - Advisory committee _____
 - Others _____
5. If livestock are returned to the chapter, who selects these animals?
 - Boy _____
 - FFA members and instructor _____
 - FFA members only _____
 - Advisory committee _____
 - Others _____

K. Difficulties Encountered

To what extent have the following become problems in your chapter sponsored livestock program? (Check (X) appropriate blanks)

	None	To Some Extent	Serious Problem
a. Procuring breeding stock	—	—	—
b. Breeding problems	—	—	—
c. Late farrowing or parturition	—	—	—
d. Litters or progeny numbers too small	—	—	—
e. Selection of animals to be returned to the chapter	—	—	—
f. Transportation of animals	—	—	—
g. Exchange of sires	—	—	—
h. Too much time of instructor involved in carrying out the program	—	—	—
i. Disease problems of chapter owned livestock	—	—	—
j. Disease problems of other livestock on the farms of boys due to the program	—	—	—
k. Death loss of chapter livestock	—	—	—
l. Failure of party to conform to contract	—	—	—
m. Boy failing to follow approved management practices	—	—	—
n. Difficulty in registration	—	—	—
o. Maintaining quality livestock	—	—	—
p. Separation of chapter animals from others on the farm	—	—	—

	None	To Some Extent	Serious Problem
q. Identification of animals	_____	_____	_____
r. Difficulty to interest students in the program	_____	_____	_____
s. List below any other difficulties which you have encountered.			

F. Benefits Derived

1. Check (X) yes, no, or undecided according to your opinion of each of the following.

	Yes	No	Undecided
a. Does this program contribute to the improvement of supervised farming programs in your chapter?	_____	_____	_____
b. Does this program result in improved management practices on the farms of the participants?	_____	_____	_____
c. Does this program start boys in livestock production who otherwise would not be able to obtain livestock?	_____	_____	_____
d. Does this program contribute to the improvement of livestock in your community?	_____	_____	_____
e. Does your chapter gain financially from this program?	_____	_____	_____
f. Is financial gain for the chapter a major objective of the program?	_____	_____	_____
g. Does this program contribute to the development of leadership among FFA members?	_____	_____	_____

	Yes	No	Undecided
h. Do you believe that parents are generally in complete agreement with the program?	_____	_____	_____
i. Does the program have sufficient value to warrant the establishment of such a program in other chapters that do not now have one in operation?	_____	_____	_____
j. Do you give this program greater supervision than other livestock projects?	_____	_____	_____
k. Do you believe that greater supervision is a factor which would alleviate some of the problems encountered in this program?	_____	_____	_____
l. Does this program improve the relationships between teacher, parents, boy, and school?	_____	_____	_____
m. Does this program contribute to degree advancement in FFA?	_____	_____	_____
n. Does this program build interest and enthusiasm among members of FFA?	_____	_____	_____
3. Indicate, by checking (X) one of following blanks, your sentiments regarding what should be done with the chapter operated livestock program in your case.			
a. Be discontinued			_____
b. Maintained in its present status			_____
c. Be increased in extensiveness			_____
4. List numerical rank (1st, 2nd, 3rd, etc.) for each of the following chapter undertaking according to your preference for such programs.			

Rank

_____ Group crop projects

Rank

- ☐ Chapter sponsored credit to members for project
- ☐ Chapter owned livestock, without attempting to maintain purebred stock
- ☐ Chapter owned livestock, with all breeding stock registered

G. Please attach and return with the questionnaire copies of any contracts, check lists, or other instruments that you have available which are used in carrying out chapter livestock projects.

H. Additional comments:

APPENDIX C

FFA CHAPTER SWINE PROJECT BERESFORD, SOUTH DAKOTA

This agreement entered into this _____ day of _____
19 __, by and between the Beresford Chapter of Future Farmers of
America and _____ in consideration
of one gilt procured for him by the chapter, sets forth the
responsibilities of each party as here in after listed.

I. Responsibilities of the Chapter

1. To provide one vaccinated gilt. No money shall be paid by the boy upon receipt of the gilt.
2. To provide guidance, through the adviser, in raising pigs.
3. To approve or select a boar to which the gilt shall be bred. This shall be purebred and registered. The chapter will attempt to follow a good cross breeding program.

II. Responsibilities of the Participant

1. The project must be carried to completion as a regular vocational agriculture project.
2. The litter is to be kept at all times separate from all hogs belonging to others and all pigs must be marked by an approved ear notching system.
3. The gilt is to be bred by a boar selected or approved by the chapter. The gilt must farrow before May 1 of the school year that the gilt is received. All costs of breeding are to be assumed by the participant.
4. One gilt from the first litter shall be returned to the chapter. The chapter supervised farming committee of the program of work shall have first choice of the best gilt in the litter. The

chapter will select the gilt when it reaches the weight of 200 to 250 pounds. It is understood that no gilt will be selected for breeding purposes from a litter of less than six pigs.

5. The member shall deliver the return gilt as directed by the chapter at which time all terms of this contract are fulfilled.

6. In event the participant cannot furnish a gilt which meets the requirements set forth in this contract the chapter will secure another gilt and the member will reimburse the chapter for the cost of the replacement. The reimbursement shall not be in excess of the price or value of the original gilt.

7. Gilts must be vaccinated by the double treatment method for cholera and for erysipelas at least thirty days in advance of the transfer date. A vaccination certificate along with a health certificate signed by an approved veterinarian must accompany the gilt.

8. The customary good management principles are to be followed. The attached management check list suggests approved practices to follow.

9. The member shall follow, in so far as possible, the recommendations of the advisor.

10. All uncastrated pigs are to be separated from gilts by the age of four months.

In the event of disagreement an arbitration board shall be established by the following method: The chapter and participant shall each appoint an unbiased representative. These representatives shall appoint a third and they shall make a decision fair and just to both parties.

Signatures below indicate agreement to the terms as stated in this contract and bind each party to assume responsibilities as here-in stated.

Participant _____

Parent or Guardian _____

FFA President _____

Advisor _____

APPENDIX D

MANAGEMENT CHECK LIST

- _____ Gilts not permitted to become too fat
- _____ A flushing ration fed two weeks before breeding
- _____ Exercise, ample water, and balanced ration provided
- _____ Strict sanitation practices followed in farrowing pen to control diseases and parasites
- _____ Attendant present at farrowing
- _____ Guard rails or farrowing stall used
- _____ Heat source provided
- _____ Needle teeth removed
- _____ All pigs ear notched
- _____ Litter kept separate from other pigs on farm
- _____ Creep ration provided for pigs
- _____ Pigs castrated at early age
- _____ Pigs vaccinated for cholera and erysipelas
- _____ Pigs weaned at eight weeks or less
- _____ Balanced ration fed to fattening pigs
- _____ Ample water and minerals provided
- _____ Shade is available
- _____ Pigs wormed
- _____ Strict sanitation maintained
- _____ Proper housing provided
- _____ Accurate records kept